



Stockton Wood Primary School

Writing Policy



2025-2026

Reviewed on:	January 2026
Next review due by:	January 2027

Stockton Wood Primary School

Writing Policy (EYFS–KS2)

1. Rationale and Vision

At Stockton Wood Primary School, we believe that the ability to write with confidence, accuracy and purpose is a fundamental life skill. Writing enables pupils to communicate ideas, express creativity, and succeed across the curriculum. This policy reflects the Department for Education (DfE) Writing Framework and sets out a clear, consistent approach to the teaching of writing from EYFS to Year 6.

Our aim is to develop fluent, confident writers who:

- Write clearly, accurately and coherently for a range of purposes and audiences
- Use grammar, punctuation and spelling effectively
- Develop a rich vocabulary and strong command of language
- View writing as an enjoyable, meaningful and empowering process

2. Aims and Objectives

Through our writing curriculum, we aim to:

- Ensure all pupils make strong progress in transcription (handwriting and spelling) and composition
- Provide explicit teaching of grammar, punctuation and spelling (GPS), embedded within meaningful writing
- Develop pupils' oracy and vocabulary as foundations for effective writing
- Enable pupils to plan, draft, revise and edit their writing with increasing independence
- Ensure equality of access and high expectations for all learners, including SEND and EAL pupils

Ready Steady Write

INTENT

At Stockton Wood the writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. We have carefully adopted and adapted the Ready Steady Write scheme, as it provides opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to write fluently, developing their own writer’s voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. We recognise that spoken language underpins the development of Writing. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding Writing. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We cultivate a love of Writing and communicating through vocabulary rich and high-quality literature, using **Ready Steady Write** by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop a habit of writing widely and often. We recognise the importance of nurturing a culture where children take pride in their Writing; can write clearly and accurately and adapt their language and style for a range of contexts.

3. The DfE Writing Framework

Our approach to writing is underpinned by the DfE Writing Framework, which identifies two key strands:

Transcription

- Handwriting
- Spelling

Composition

- Articulating ideas
- Structuring and organising writing
- Selecting appropriate vocabulary, grammar and punctuation for effect

Teaching at Stockton Wood Primary School ensures that both strands are taught explicitly and practised regularly so that pupils can write fluently and effectively.

4. Writing in the Early Years Foundation Stage (EYFS)

In EYFS, writing is developed through a balance of adult-led and child-initiated learning. The focus is on building the foundations for writing through:

- Gross and fine motor development
- Mark-making and emergent writing
- Systematic synthetic phonics to support early spelling
- Oral language development through storytelling, role-play and discussion

Pupils are encouraged to give meaning to their marks and early writing, with adults modelling correct letter formation, vocabulary and sentence structures. Writing opportunities are purposeful, play-based and linked to high-quality texts.

5. Writing in Key Stages 1 and 2

In KS1 and KS2, pupils are taught to write through a structured sequence that includes:

- Immersion in high-quality texts
- Explicit teaching of vocabulary, grammar and punctuation
- Oral rehearsal and discussion before writing
- Planning, drafting, editing and publishing

Editing in Stockton Wood includes the use of a range of characters and specific features to look at and edit. These editing cards are available in each classroom for all to use. They include:

- 1- Capitalisation Check
- 2- Punctuation Patrol
- 3- Spelling Spot
- 4- Sense Station
- 5- Neatness Nest
- 6- Grammar Guard
- 7- Detail Detective.

Writing is taught across a range of genres and curriculum subjects to ensure breadth, depth and application of skills.

6. Grammar, Punctuation and Spelling (GPS)

Grammar, punctuation and spelling are taught both discretely and within the context of writing. Teachers:

- Follow the National Curriculum expectations for each year group
- Model the effective use of grammatical structures and punctuation
- Provide opportunities for pupils to practise and apply GPS skills in extended writing
- Teach spelling through a structured, progressive spelling programme

Pupils are encouraged to proofread and edit their work to improve accuracy and effectiveness.

7. Handwriting

Handwriting is taught explicitly and consistently across the school. Our approach ensures that pupils:

- Develop correct letter formation from EYFS
- Progress to fluent, legible and efficient handwriting
- Use joined handwriting once ready, in line with school expectations

Regular practice is provided, and handwriting is reinforced across all written work.

(See our school Handwriting policy for further detail)

8. Oracy and Vocabulary Development

Oracy is central to our writing curriculum. Pupils are given frequent opportunities to:

- Talk about ideas before writing
- Rehearse sentences orally
- Participate in discussions, debates and storytelling

Vocabulary development is prioritised through:

- Direct teaching of tiered vocabulary
- Exposure to rich, ambitious language through high-quality texts
- Explicit modelling and encouragement to use new vocabulary in speech and writing

IMPLEMENTATION

Organisation and Curriculum Coverage

Ready Steady Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They provide:

- Clear sequential Episodes of Learning
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Example Texts linked to writing outcomes
- A wealth of supporting resource

Our English curriculum is developed around a sequence of high-quality age-appropriate texts, using Literacy Count's **Ready Steady Write** units of learning. We use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- explore the Writing structure and features of different genres, identifying the purpose and audience;
- plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing and redrafting.

Building on this foundation, we teach literacy using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning.
- Modelled Writing – Teachers model Writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the Writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. This happens daily, through sentence accuracy
- Shared Writing – Teachers use the ideas from the children to create shared pieces of Writing. This enables the children to see the Writing process in action as well as having pride and ownership over the finished piece.

- Editing – All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- Working walls – Teachers and children regularly update working walls to ensure learning is documented within a unit of work.

Class teachers ensure that the Writing process is clearly evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops.

Resources

Each class has a resource box with their **Ready Steady Write** vehicle texts, reveal objects and supplementary texts which support the themes and genre being taught for that half term. The lesson plans, resources and leadership support is found on the membership homepage online. The Enhancements for the units can be seen in our indoor and outdoor areas in EYFS.

Working Walls and Table Resources

Each class is expected to develop an English working wall which adapts daily with teaching. Displays should model the writing process and scaffolds needed for children to apply to their own writing. Spellings, handwriting and supporting phonics materials should also be displayed within the classroom to aid children's writing. Sentence accuracy checkers are available to all children, both in their books and in the environment. Staff will model the expectations throughout the curriculum.

Planning

The entire writing curriculum is mapped out on coverage and progression documents. Then, the **Ready Steady Write** units include all of the resources needed for each teacher to plan and deliver lessons. There are a range of scaffolds and supporting resources and teachers tweak and shape the units to meet the specific needs of their children. There are also assessment proformas which are completed half termly and identify next steps for children.

9. Inclusion: SEND and EAL

All pupils are entitled to high-quality writing instruction. Teaching is adapted to meet individual needs through:

- Scaffolding, modelling and visual supports
- Use of assistive tools and resources where appropriate
- Pre-teaching of vocabulary and concepts
- Targeted interventions and support

SEND and EAL pupils are supported to access the full writing curriculum while maintaining high expectations for progress and achievement.

Children with English as an additional language:

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. All teachers include a range of strategies to support children with EAL which includes:

- Teacher and peer modelling and consistent use of visual support
- Repetition and recasting of language features
- Word banks and scaffolded speaking and listening activities
- Resources that include images to secure language understanding
- Use of technology to support interpretation of Example Texts

Teachers work with the SENDCO to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the SENDCO to help them make rapid progress.

Children with Special Educational Needs:

Some children experience learning difficulties, which affect their progress in English. Class teachers inform the SENDCO if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- adaptive teaching, scaffolds and support are used to develop writing ideas and language acquisition
- technology to support the generation of ideas, develop words banks and plan and write
- explicit instruction, including the modelling of sentences, paragraphs, planning and editing – with opportunities for the children to practice modelled techniques
- a focus on cognitive and metacognitive strategies to help children articulate their learning
- flexible groupings to ensure peer support and appropriate level of challenge

Confident and competent writers:

Children are given opportunities to deepen their knowledge in writing and to effectively draw upon their reading when constructing texts. writing groups and differentiation. Lesson plans for **Ready Steady Write** include appropriate challenge and these are considered when delivering lessons.

IMPACT

The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes. High quality visits and visitors to the school enhance the curriculum and provide opportunities for Writing for a purpose. Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their writing, and love to discuss

10. Assessment and Moderation

Writing is assessed through a combination of:

- Ongoing formative assessment within lessons
- Regular independent writing opportunities
- Teacher assessment against National Curriculum expectations

Moderation takes place:

- Within school to ensure consistency and accuracy
- With external partners where appropriate

Assessment information is used to inform planning, target setting and support for pupils.

Assessment

Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify those children who may need additional support. Formative assessment of Writing is completed through teachers' daily feedback to inform future planning. Teachers use the children's everyday writing and adapt models and input to meet their current needs. Daily sentence accuracy work is carefully monitored to ensure children are constructing sentences both coherently and accurately. Termly staff meetings allow for whole school moderation of writing to deepen understanding of standards.

Subject leaders will analyse termly data and address areas for curriculum development. Children's attainment, progress and barriers to learning will be discussed in half termly Pupil Progress Meetings with senior leaders and clear actions to work on will be planned together, to support pupils and staff in closing gaps.

11. Roles and Responsibilities

- **Teachers** are responsible for planning and delivering high-quality writing lessons and assessing pupil progress.
- **Subject Leader** monitors standards, supports staff and ensures the policy is implemented consistently.
- **Senior Leaders** ensure writing is prioritised and resourced effectively.

12. Review

This policy will be reviewed regularly to ensure it reflects current guidance, best practice and the needs of pupils at Stockton Wood Primary School.

Date of Review: January 2026

Next Review: January 2027